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16 December 1949

MEMORANDUM

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TO : [REDACTED] Chief, STB
FROM : [REDACTED] ITS

SUBJECT: History, Coverage, and Justification of the Investigative Techniques Section.

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1. During the early part of the late World War II the undersigned became affiliated with the training activities of the Office of Strategic Services and has been continuously engaged in this phase of work since that time both in this country and overseas with OSS and its successors.
2. When first connected with training activities the undersigned delivered lectures and demonstrations on all phases of police work such as surveillance, microphones and wiretapping, lock picking, house and body searches, etc.
3. These lectures were presented just they would be presented in a police school and the purpose was to teach the students as much as could possibly be taught in the time available. Another and perhaps the more important reason was to give a complete realization of the methods which would be employed against them by police of other countries, the possibilities and limitations of such methods, and means of detecting and neutralizing such activities.
4. At any rate, the material was presented in as complete a form as possible within the time available and could be justified on whatever grounds the student might see fit.
5. During this period the training people believed that training could only be successfully coordinated and presented with maximum results when done entirely within a separate training area using instructors whose sole duty was to train people who were answerable only to training, whose activities were not subject to control by any outside person, and who were thoroughly familiar with the many problems peculiar to training.
6. Another school of thought during this period maintained that the best training could be done by the particular branches who specialized in the subject in question (i.e. the field photographic branch to teach students basic photography, communications branch to teach microphones and wiretapping, X-2

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branch to teach surveillance, etc.) This group maintained that it was the function of training to merely maintain records on students and see that they were shuttled in the proper direction. Any specific training given by the training branch would have been limited to briefing in administrative matters while the actual operational briefing would be taken care of by the students' desk officer. The basic premise of this group was that nobody knew the subject better than the "expert" who devoted his entire time to it therefore he would logically be the person to send students to for training.

7. The training people at all times maintained that if a student desired highly specialized training in any field in addition to the regular course it was strictly a matter for the branch specializing in such techniques and the student was "farmed out" for training purposes.

8. In actual practice, however, it was only a very small minority of students who wished such advanced training in any of the so-called specialized technical subjects as to require the services of a person who had years of experience in the field. Such advanced training was only really successful when the student himself had a sufficient background in the subject to be able to follow the discussion and thinking of his "expert" instructor.

9. The branches who considered themselves the "experts" on their particular subjects were primarily engaged in operations work for which there were never sufficient personnel. Any training requests were strictly secondary and necessitated withdrawing the instructor from what they considered more important work. It was generally the aim of the instructor to make the instruction as short as possible and get back to his work. There was seldom if ever any special location or equipment devoted solely to instruction of students nor was there any organized lecture material, reading material, or particular plan for the course to follow. There was almost never any attempt to coordinate the so-called training of one branch with another since most of the "experts" were completely isolated from each other and had no comprehension of any activity except his own.

10. Another phenomena discovered was the fact that the more an "expert" knew about his subject the less he could tell another person about it and it was a very rare person in the "expert" class who could explain himself in simple terms in proper relation to other phases of training and show an understanding of the student's personal problems. Also

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the "expert" would devote a great deal of time to explaining why the student shouldn't try to learn the subject instead of just teaching it.

11. As a consequence of the above factors, the actual result of the training from the standpoint of the student was a very confused impression of a series of sessions with a number of people, none of whom seemed to know what the other was doing, no organization at any time, and a feeling that he was being hurried from place to place as fast as possible and was a nuisance in general. The net result of all this haphazard training was that the total knowledge acquired by the student could have been accomplished by a single days' well-organized briefing by a trained instructor.

12. In view of the foregoing statements people engaged in training felt that a competent instructor need not necessarily be an "expert" in his field just so long as he had a good general understanding of the entire field and a specific grasp of so much of the field as would be involved in his particular course. It was equally important that the instructor be capable of delivering a good lecture, be able to deal with people, understand the problems peculiar to training, and be available for training purposes only so that complete and instantaneous coordination would be possible.

13. The situation overseas was similar and was well illustrated by the photographic training.

14. The training branch maintained various secure areas where people were to receive all phases of their training among which photographic training was extremely desirable. The field photographic unit insisted that all people to receive any instruction in photographic work, regardless of how elementary, should be trained by one of their experts. This would involve the student going to an open installation or the technician coming to the area. The first was not desirable for security reasons and the second was not feasible since it would occupy the time of the technician completely. The field photographic unit took the view that they had more operational work than they could already do, without lending out a man for another branch and they certainly couldn't spare a man full-time since then he would really be working for another branch. Yet the training load was such that it was a full-time job.

15. Another phase of the photographic situation was that all requests for reproduction of documents, books, maps, etc.

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should be sent officially to the photographic unit who alone was authorized to do reproduction work. Most operational desks frequently desired a few copies of a document, map, receipt, etc. for their files and most of their requests were of this nature. In order to obtain such small services it was necessary to initiate requests and wait for literally weeks to obtain any results. In most cases the document in question would simply not be available for any length of time and any process as slow as the official channel ceased to be of any value whatsoever.

16. As a result, both the training branch and the operational desks solved the problems by having their own small darkrooms over which they had complete control and which answered their needs quite adequately.

17. In the case of training, a small but rather complete darkroom was maintained with sufficient equipment and instructors of sufficient competence to cover any required subject in greater detail than any student was ever likely to require.

18. In short, the situation was such that the students had to actually receive some benefit from the training and as between doing the job officially, filling out forms and going through motions, or just going ahead and getting the job done, the latter course was chosen for lack of any real choice in the matter.

19. One of the net results of this situation was that the field photographic unit was geared up for big jobs but was completely inadequate to meet the day to day needs of training and operations which required a degree of flexibility they did not possess.

20. Another result of this situation was that every branch who had any need for photographic instruction had his own laboratory and instructors and geared the course exactly to his own needs.

21. The foregoing observations on the photographic situation was duplicated practically in its entirety concerning the instruction in electrical equipment, microphones, wire tapping, recorders, etc.

22. The training units in this country during this period were having the same problems and solving them in the same manner.

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23. After the war was over, training continued to maintain its own small darkroom facilities strictly for instructional purposes.

24. As can be seen, there had been these several parallel courses of instruction in photographic work being carried on by different branches for completely different purposes and at no time had there ever been a decision to the effect that any one group should do all the training to the exclusion of all other groups.

25. At this period the undersigned had been instructing for a matter of years in all phases of police work including basic photography. Additional people were assigned from time to time to work in this field and the course was gradually expanded in scope, length of time, facilities, and capacity as to students until it was possible to present a five-day course in basic photography to groups of six and eight students.

26. The demand for this type of training suddenly increased many times with the expansion of The Strategic Services Unit and as this particular group of instructors was the only unit with personnel, space, equipment, background, and training the entire load had to be carried with inadequate facilities for both the counter-intelligence course and the basic photographic course.

27. During the period immediately after the war when there were few darkroom facilities available, it was only possible to run the photographic course by obtaining the use of the darkroom facilities in the attic of South Building which at this time belonged to the reproduction branch. Although this arrangement was makeshift at best, it was made possible by the cooperation of the reproduction people and more specifically of Mr. [REDACTED] at that time employed in that section and whose private darkroom was made available for student training purposes from time to time. Also on occasions when no instructors were available to teach the course, Mr. [REDACTED] was very cooperative and handled the groups himself.

28. This arrangement came to an end with the dissolution and transfer of the reproduction branch and the consequent abandonment of the laboratory facilities.

29. The laboratory facilities were later transferred to C&D under [REDACTED] but had been completely stripped of usable equipment by this time.

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30. Upon the first attempt to contact [REDACTED] by telephone regarding the possibility of using the Laboratory facilities from time to time it was suddenly and unexpectedly discovered that he was completely hostile to the entire idea of loaning out the facilities to the training branch for this type of work and considered the entire field within his jurisdiction. The undersigned had had no previous indication of this state of affairs and was taken completely by surprise. It developed that the only proposition that [REDACTED] would consider was to have all the students turned over to him and he would be the complete judge of the length of training and the subject covered. In the interest of getting the students trained in some fashion they were given to Colonel [REDACTED] branch together with specific requests as to types of cameras and specific techniques which should be covered as a minimum. It was discovered later by talking to the students that there had been no attempt to follow the request and at least half the subjects requested had never been touched upon.

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31. This situation continued through several classes, requests for specific items of training being submitted and just as regularly ignored.

32. Meanwhile, the training unit assembled a makeshift darkroom and equipped it with sufficient equipment to do temporary work, and from this point it merely handled all students itself without the necessity of sending them to C&D.

33. The situation continued with the training handling its own work until the creation of the Special Equipment Section under Mr. [REDACTED]. The function of SES was supposedly to coordinate work being done by training, communications, and C&D, sprise each of the work being done by the other so as to avoid duplication of effort, and advise each unit of developments in the others which might be of interest to it.

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34. So far as could be determined, Mr. [REDACTED] had no technical background whatsoever, did not take either the photographic or the C.I. course, and evidently never discovered that both courses were a full five-day course since after two years the statement was made that the course given by training was a half-day orientation whereas the complete course was given by C&D. At this particular moment the photographic course given by training was thirty-six hours of instruction covering one week as against twelve hours by C&D. The situation at this point was simply that the training branch had the personnel, space, equipment and time to handle the training load whereas CUD did not.

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35. Nevertheless, at the insistence of [REDACTED] a directive was issued through SES to the effect that all photographic training should be performed by C&D.

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36. At this point the undersigned was designated as being in charge of coordinating the photographic training with [REDACTED], who in turn was to do the actual job.

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37. Upon reception of the directive, all lists of students were automatically forwarded to C&D with detailed request for specific training. [REDACTED] immediately contacted the Training Branch stating he was unable to handle such numbers of students due to lack of space and personnel and at the same time requested the Training Branch to continue handling the classes until he was able to take over. This was done by the Training Branch for the succeeding two or three classes after which time all students were sent to C&D.

38. This situation continued for several months with the undersigned sending the list of prospective students for each week together with a request for specific types of training and a student progress report on each student.

39. No progress reports of any kind were ever received nor any indication whatever that the students had ever arrived. By discussing the training with several students who had just completed the course, it was ascertained that the specific training requests were being completely ignored and that no specific training schedule was being followed.

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41. During the fall of 1948 [REDACTED] was designated as liaison officer for C&D and approached the undersigned on the subject of taking over the photographic training load since C&D was hopelessly behind in fulfilling training requests with the result that many students were receiving no training for the simple reason that the single instructor for C&D, Mr. [REDACTED] was attempting to do operational work and at the same time train students. The load of training requests thus mounted higher and higher and finally became impossible of even attempting to clear up without outside assistance.

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42. [REDACTED], and the undersigned, held a conference on this problem at [REDACTED] suggestion and the undersigned was requested to continue with the training as before in order to clear up the backlog of students. This was agreeable to the undersigned since at this time the

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training unit had just been established in its present location over the garage and was in a position to handle the numbers of students involved.

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44. At the present time, the Investigative Techniques Section is engaged in the teaching of what are essentially police techniques which might be employed against our people to obtain information on their activities.

45. It is felt that the best means of defense against such methods is to study them to the same extent as the subjects would be presented in a police school.

46. The method of presentation is the study of written material, followed by a discussion and if practicable a demonstration.

47. Many of the subjects covered are loosely grouped under the heading of surveillance techniques and include such subjects as lock picking and surreptitious entry, body and house searches, fingerprints, identifications systems, interrogation, microphones and wire-tapping, and handling of small arms (usual police-type weapons). It should be noted that the subject of microphones and wire-tapping is included only for discussion and demonstration purposes since it is an integral part of the police pattern. No attempt is made to teach a course in electronics, this subject being the recognized function of the Communications Division.

48. In addition to the above indicated subjects, this section has rendered considerable assistance to the covert branch at their request and also is in a position to teach such subjects as demolition and military weapons on a limited scale and has in fact, rendered this service.

49. It is expected that a considerable portion of our training load will consist of training future instructors in the fields of small arms, military weapons, and demolitions as well as in the usual courses.

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50. An additional course of instruction is given in the opening, changing, and setting of combination locks of different types. This is only a matter of an hours instruction but since the students cannot be handled in larger groups than about six, and since all students must eventually take the course, it is a constant series of groups which is a time-consuming proposition.

51. The instructors, in addition, are expected to deliver lectures in the various other training courses from time to time.

52. In conclusion, it should be noted that the photographic training, one of all the various phases of police work covered and of all the topics, is the only one which even remotely could be considered within the jurisdiction of [REDACTED] shop.

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53. It should further be noted that the demand for training in both photography and in C.I. has completely exceeded the ability to fulfill and that the instructional time has arbitrarily been divided equally between the two courses. The dropping of the basic photographic training would merely provide more time to handle the requests for C.I. techniques training.

54. The entire course of the development of this type of training indicates that it was developed within training for the sole purpose of saving training needs and at present as in the past, is occupied full-time in the discharge of this function.

55. It is the opinion of the writer that any transfer of this unit to an operational unit could have as its sole result the division of this unit's time between training and operational needs. Training needs would consequently suffer for the same reasons as heretofore indicated which originally led to the creation of this unit, since training demands would gradually become subordinated to the operational needs.

56. Conversely, if the purpose of this unit is to continue training functions on a full-time basis, there would be no object in transferring the unit from the Training Division, where extremely close liaison is necessary to properly fulfill its functions.

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